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Policy/Procedure: **Bullying**
Reference #: **20**
Legal Reference: **MGL c. 71, § 370 H**
Updated: **December 22, 2022**
Person Responsible: **Principal, Kim Rockers, & Alex Smith-Michaels**

PRIORITY STATEMENTS:

Milestones Day School expects that individuals will treat others with respect and dignity. Our rules are in place to develop and maintain an environment where individuals feel safe and are respected; where diversity can thrive and people feel comfortable sharing with one another and are respectfully listened to. Milestones promote the learning and exercise of self-advocacy. We cultivate an environment where behavior does not infringe on learning and where bullying or other misconduct is not acceptable or tolerated. We simultaneously acknowledge that our students' challenges and deficits include those of social misinterpretation, social challenges, and communication limitations. This can come along with the presentation of students who can be perceived as unkind or targeting nature towards others. In this environment we address those issues through our ongoing, embedded therapeutic milieu and specifically taught therapeutic classes. We are committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes.

On May 3, 2010, Governor Patrick signed into law comprehensive legislation to address bullying in public and non-public schools. *An Act Relative to Bullying in Schools*, Chapter 92 of the Acts of 2010, requires school leaders to create and implement strategies to prevent bullying, and to address bullying promptly and effectively when it occurs which is what Milestones accomplished here.

The Bullying Prevention and Intervention Plan (herein known as “the Plan”) presented below has been adopted by the Milestones community in response to the Massachusetts law against bullying. This Plan is an integral part of our community and its efforts to promote tolerance of others while preventing behaviors that cause emotional distress and impede the learning process. This Plan will be reviewed and, as necessary, updated biannually. This Plan is also consistent with broader protections at Milestones against harassment and discrimination that is outlined in both our student and faculty handbook. The executive team at Milestones (CEO, founder, CFO, and designees) are responsible for the implementation and administration of the Plan, except when a reported bullying incident involves the executive team at Milestones. In such a case, the Ombudsman or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Ombudsman is the alleged aggressor, the executive Team, or their designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. Questions regarding this Plan should be directed to the executive Team.

To ensure clarity of this document, definitions for key terms are provided below and are drawn from the Massachusetts law against bullying M.G.L. c. 71, § 370.

DEFINITIONS

Aggressor is a student or a member of the school staff who engages in bullying, cyberbullying, or retaliation towards the student.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or any electronic devices such as telephone, cell phone, fax, computer (including picture messages), voice messages, signals, signs, sounds, data or intelligence of any nature, and Internet postings, whether on a webpage, chat room, social networking website, in a blog, or otherwise. Cyberbullying also includes: (i) the creation of a web page or blog in which the creator assumes the identity of another person and (ii) the knowing impersonation of another person as the author of posted content or message, if the creation or impersonation constitute bullying conduct as defined above.

Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Grounds is any property owned or leased by Milestones, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, a school bus or other vehicle owned, leased or used by Milestones, or through the use of technology or an electronic device owned, leased or used by Milestones.

Staff includes, but is not limited to, any person to whom Milestones employs or has a contract with or has hired (e.g., bus drivers, building maintenance staff, or persons providing special programming or consultation) or any volunteers. Staff includes: Educators, administrators, school nurses, cafeteria workers, advisors to extracurricular activities, clinicians, paraprofessionals, and all administrative staff.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

I: DESCRIPTIONS PROHIBITING BULLYING, CYBERBULLYING, AND RETALIATION

Milestones Day School will not tolerate any form of **bullying** or **cyberbullying** (herein known as the broader term bullying). Nor will it tolerate **retaliation** against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Bullying and cyberbullying are prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

II & III REPORTING AND RESPONDING TO BULLYING AND RETALIATION

Milestones has a clear policy for reporting, investigating and documenting cases of Bullying which is outlined in the student and faculty Handbook and is provided to all parents at admission and is posted on website.

Reporting bullying or retaliation: Reports of bullying or retaliation may be made by **staff, students, parents or guardians, or others**, and may be oral, written, or **anonymous**. Oral reports made by or to a staff member shall be recorded in writing. Staff members are requested to immediately report any instance of bullying or retaliation the staff member becomes aware of or witnesses to the CEO or designee, or the Ombudsman or designee when the CEO or designee is the alleged aggressor. Reports made by students, parents or guardians, or other individuals who are not school or staff members, may be made anonymously. **No discipline will be made solely because of an anonymous report.** The school will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, an anonymous drop box, a voicemail box, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. However, a Milestones' administrator will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the school nurse's office, and other locations determined by the CEO or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the CEO or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

IV: INVESTIGATING PROCEDURES

Reporting by Staff: A staff member will report immediately to the CEO or designee, or Ombudsman when the CEO is the alleged aggressor, when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided to the CEO or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Reporting by Students, Parents or Guardians, and Others: Milestones expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the CEO or designee, or Ombudsman should the CEO be the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the CEO or designee, or Ombudsman when the CEO is the alleged aggressor.

Procedures for responding to reports. The CEO or designee (or Ombudsman or designee should the aggressor be the CEO) will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the CEO or designee will, among other things, remind the alleged student, aggressor, target, and witness of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action. They will also interview students, staff, witnesses, parents or guardians, and others as necessary. The CEO or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the CEO or designee, other staff members as determined by the CEO or designee, and in consultation with the school Psychologist, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the CEO or designee will maintain confidentiality during the investigative process. The CEO or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with

Milestones policies and procedures for investigations. If necessary, the CEO or designee will consult with legal counsel about the investigation.

V: RANGE OF DISCIPLINARY ACTIONS

The CEO or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the CEO or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The CEO or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the CEO or designee may choose to consult with the students' teacher(s) and/or the school's Psychologist, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. ***Milestones balances discipline with teaching appropriate behavior.*** The CEO or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the CEO or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Responses to Bullying

Teaching Appropriate Behavior Through Skills-building: Upon the CEO or designee determining that bullying or retaliation has occurred, the law requires that Milestones use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 370(d)(v). Skill-building approaches that the CEO or designee may consider include: (1) offering individualized skill-building sessions based on the Milestones' anti-bullying curricula (2) providing relevant educational activities for individual students or groups of students, in consultation with psychologists and other appropriate school personnel; (3) implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals; (4) meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; (5) adopting behavioral plans to include a focus on developing specific social skills; (6) making a referral for evaluation.

Taking Disciplinary Action: If the CEO or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the CEO or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the CEO or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others: The CEO or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the CEO or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the CEO or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the CEO or designee will work with appropriate school staff to implement them immediately.

VI: RESPONDING TO A REPORT OF BULLYING OR RETALIATION

Safety: Before fully investigating the allegations of bullying or retaliation, the CEO or designee will take steps to **assess the need to restore a sense of safety to the target's safety** and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The CEO or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The CEO or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

VII: PROTECTIONS

Strategies such as education about bullying, protection from bullying or retaliation for a person who reports bullying, provides information during an investigation of bullying, witnesses bullying, or has reliable information about an act of bullying will be afforded. **Milestones affords protection for reporters, witnesses, or interviewees regarding bullying.** When an incident arises and there are concerns regarding health and safety as assessed by Milestones, the alleged bully and the target would be immediately separated until a full investigation occurs.

VIII: OBLIGATION TO NOTIFY OTHERS

Pursuant with state and federal law, Milestones will promptly notify the parents/guardians of a target and an **aggressor**; provided, further, that the **parents/guardians of a target shall also be notified of the action taken to prevent any further acts of bullying or retaliation**; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local **law enforcement** agency when criminal charges may be pursued against the aggressor.

When the investigation concludes Milestones will notify the parents/guardians of the target (including notice of actions to prevention further incidents), notice to parents/guardians of the aggressor, and immediate notice to law enforcement pursuant to regulation (see below).

Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the CEO or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the CEO or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the CEO or designee first informed of the incident will promptly notify by telephone the CEO or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the CEO or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the CEO will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the CEO or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the CEO or designee will, consistent with

the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the CEO or designee deems appropriate.

Responding to a report of bullying by a student from School Staff

Should a report of bullying be made by a student against a staff member, Milestones will handle the investigation in the same way as a student. The CEO or designee will conduct an investigation of all parties and report findings to the appropriate authorities (such as DESE, parents, etc.) Staff receive yearly training on safety planning. Staff should always treat students respectfully and appropriately. All reports to be investigated must have an alleged aggressor, target, and witnesses (if any) to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

IX: FALSE ACCUSATION:

Any student who makes a ***false accusation regarding bullying (aside from a student's misperception due to his/her disability) will be subject to disciplinary actions including consequences.*** Depending upon the incident students may be subject to an in-house penalization such as taking away a reward system such as "cash in" up to a suspension. The CEO or her designee will conduct this investigation and make a determination of the consequences. Parents of both the aggressor and target shall be notified.

X: ACCESS TO RESOURCES AND SERVICES

Milestones is a therapeutic school providing intervention and training for students with disabilities. Almost all of Milestones' students have difficulty with some aspects of social skills and relationships. Our curriculum includes social skills, daily lessons on helping students identify and prevent bullying and factors that relate to bullying. ***Milestones also provides counseling or referrals for targets, aggressors, and families.***

In terms of curricula, Milestones already has a rich curriculum to assist students in tolerance, perspective taking, self-advocacy, and social skills. We have access to evidence-based resources used to create an ideal teaching material method for the population here including the use of material from *StopBullying.gov Second Step* and other social pragmatic and bullying resource materials. and specially trained instruction presented by staff, such as the Speech Language Pathologists' team. Because Milestones is a school for students with special needs, we already have the following resources available to any student identified as an aggressor, target, or his/her family member(s): (1) Several psychologists and speech language pathologists who are available to consult with students, families, and staff members on an as needed, or ongoing basis. (2) Numerous connections with community resources if students should need outside services providers, if necessary. (3) Ability to provide daily social skills training, which emphasizes self-advocacy and bullying interventions. (4) Ability to provide weekly counseling to help students learn to self-advocate. (5) All students are eligible to receive individual services such as counseling or social skills to assist with bullying as well.

Each student is assigned a Case Manager who contacts the family on a weekly basis to discuss issues, concerns, and progress regarding their child. If bullying or related issues are raised as a concern, and the family is interested in receiving services, the Case Manager will contact the CEO to make a referral for services. The CEO or designee will make the referral.

Milestones has the ability to provide culturally and linguistically appropriate resources within its school. If we were not able to meet a student's cultural and/or linguistic need, we would provide either an outside consultant or help the family find a resource that would meet the students need, including Medicaid eligible students. If we have a family where English is not the primary language, we will work with local community resources where these individuals will be able to assist in supporting families to understand the schools' behavioral expectations, to make sense of information regarding incidents that take place in the schools, and to access the supports that the schools provide.

All of our students with disabilities that affect social skills development are vulnerable to bullying, harassment, or teasing because of his/her disability. The Team will consider what should be included in

the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. Starting in September 2010, all students had annual bullying goals/benchmarks added to their IEP.

XI: LEGAL STATUS:

Milestones affords all students the same *protections regardless of their status under the law.*

XII: ONGOING PROFESSIONAL DEVELOPMENT FOR ALL STAFF

Milestones provides *ongoing professional development to build the skills and strategies of all staff members*, including, but not limited to educators, administrators, school nurse, and paraprofessionals to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (1) developmentally appropriate strategies to prevent bullying incidents; (2) developmentally *appropriate strategies for immediate, effective interventions to stop bullying incidents*; (3) *information regarding the complex interaction and power differential* that can take place between and among an aggressor, target, and witnesses to the bullying; (4) *research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment*; (5) information on the incidence and nature of *cyberbullying*; and (6) *internet safety issues as they relate to cyberbullying*.

Information about the requirements of MGL c71, §370, on Bullying was integrated in Milestones annual mandated staff training presentation and provided to all staff. This will be an annual procedure.

Annual staff training: Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the CEO or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the initial new hire orientation onboarding period in the school year in which they are hired.

Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of school-wide professional development will be informed by research and will include information on: (1) developmentally (or age-) appropriate strategies to prevent bullying; (2) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents; (3) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (4) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (5) information on the incidence and nature of cyberbullying; (6) Internet safety issues as they relate to cyberbullying and (7) reporting protocols and procedures.

Professional development will also address ways to prevent and respond to (stop) bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include: (1) promoting and modeling the use of respectful language; (2) fostering an understanding of and respect for diversity and difference; (3) building relationships and communicating with families; (4) constructively managing classroom behaviors; (5) using positive behavioral intervention strategies; (6) applying constructive disciplinary practices; (7) teaching students skills including positive communication, anger management, and empathy for others; (8) engaging students in school or classroom planning and decision-making; (9) maintaining a safe and caring classroom for all students; and (10) engaging staff and those responsible

for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors.

Written notice to staff: Milestones will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the code of conduct. Our policy is available on our website.

XIII: INFORMING PARENTS/GUARDIANS

Each year the clinical team supports the students in education specific around bullying. In addition, the clinical team is available to meet with any families and/or send resources at any time throughout the year to support the ongoing work to ensure a safe environment and support ongoing bullying prevention in the home setting. We also cover the *dynamics of bullying* and *online safety including cyberbullying within our classroom education, provided by clinicians (SLP and psychologists)*. Due to the nature of our students' disabilities the social skills and behavior management systems that we use inherently teach bullying prevention. Students are taught specific lessons on cyberbullying throughout the year. Parents are privy to this information and have the opportunity to meet with various staff members if they wish.

XIV: STUDENTS WHO MAY BE MORE VULNERABLE TO BECOMING A TARGET

All students at Milestones have disabilities and therefore may be at greater risk for bullying and being bullied. In addition, due to the nature of the student's disabilities, many mannerisms or symptoms of the student's disabilities may be misperceived as bullying. Milestones also understands that students who are gay, lesbian, bisexual, transgender, or homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. *Certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics* including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, *or by association with a person who has or is perceived to have one or more of these characteristics*. Milestones will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

XV: SURVEY

Per Chapter 86, Milestones *administers a student survey developed by the Department of Elementary and Secondary Education at least once every four years to assess "school climate and the prevalence, nature, and severity of bullying in schools."* The survey results are used to assess the effectiveness of bullying prevention curricula and instruction that is required under the bullying prevention and intervention statute (GL c 71 §370(k)). Additionally, the school or district will annually report bullying incident data to the Department. Similar tools to the student survey can be used with faculty, staff, and parents/guardians to assist in determining school climate needs.

XVI: INFORMING PARENTS/GUARDIANS ABOUT PROBLEM RESOLUTION

Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the *Department's problem resolution system* and the process for seeking assistance or filing a claim through the problem resolution system. At the request of the person wanting this information, this information is found on our website, but also can be made available in both hard copy and electronic formats:

Any parent wishing *to file a claim/concern or seeking assistance* outside of Milestones may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at Milestones' main office.